Planning the inquiry 

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| **1. What is our purpose?**  **1a) To inquire into the following:**  **● transdisciplinary theme**  **Where we are in place and time**  *An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.*  **● central idea**  **Global interaction has changed over time impacting people and society.** | Class/grade: Age group:  School: School code:  Title:  Teacher(s):  Date:  Proposed duration: number of hours over number of weeks |
| **1b) Summative assessment task(s):**  What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for? | **2. What do we want to learn?**  What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?  Connection  Causation (too much…)  Change  Related concepts: Interaction  Global  What lines of inquiry will define the scope of the inquiry into the central idea?  ● How global interaction has changed  ● Why global interaction has changed  ● The effects of global interaction on people and society  What teacher questions/provocations will drive these inquiries?  Has the world benefitted from changing global interaction? (leading questions- change too: How has the world changed from global interaction?) |

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| **3. How might we know what we have learned?**  *This column should be used in conjunction with “How best might we learn?”*  What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?    What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for? | **4. How best might we learn?**  What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?  **Tuning in**  [Mystery skype](http://www.pinterest.com/pin/436145545133744465/)  Connectivity- what connections do you from around the world? (Mapping)  Provide with map students to record, where they where born, where they have lived and where they have visited. (students can use atlas and maps)  Repeat learning engagement using technology e.g. <http://bighugelabs.com/map.php>  Reflect on the experience. Which was more effective? Why?  Timeline of inventions of technology  Watch [shift happens](http://www.youtube.com/watch?v=YmwwrGV_aiE)- focus on the slide ‘four generations communicating in different ways’ call me, text me, skype me… Connection to TD math.  **Finding out**  Experiences of global interaction today  Flat classroom experience. Link each class with another class from a different locality. Students to find out something? What life is like for a student in that place/ The effects of global interaction on people and society? What is daily life like there?  Experiences of (global) interaction from the past  Link with a class (local school) within travel distance. e.g. N.T. Without the use of technology, make connections, plan to travel and visit to find out.  Link with a class who does not have access to technology?  Or  link with one class, change the technology in order of invention, letter, phone, mobile phone, text, email, facebook, twitter, googlechat/ skype, googledocs.      What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?  Thinking  ● Evaluation  ● Dialectical thought  Knowledgeable |

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| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?    How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? |

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Reflecting on the inquiry

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| **6. To what extent did we achieve our purpose?**  Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.      How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.      What was the evidence that connections were made between the central idea and the transdisciplinary theme? | **7. To what extent did we include the elements of the PYP?**  What were the learning experiences that enabled students to:  ● develop an understanding of the concepts identified in “What do we want to learn?”  ● demonstrate the learning and application of particular transdisciplinary skills?  ● develop particular attributes of the learner profile and/or attitudes?  In each case, explain your selection. |

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Reflecting on the inquiry

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| **8. What student-initiated inquiries arose from the learning?**  Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.  *At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.*      **What student-initiated actions arose from the learning?**  Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act. | **9. Teacher notes** |

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